

### Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

*Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.*

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard	School has received a 'D' or 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.					
	Approaching standard	School has received a 'C' for the most recent school year.					
	Meets standard	School has received a 'B' for the most recent school year.					
	Exceeds standard	School has received an 'A' for the most recent school year.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	ES	ES					

The Indiana State Board of Education awarded Tindley Collegiate Academy (TCA) an **A** for its 2014-15 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

In Spring 2015, 78.0% of TCA students passed the English/Language Arts portion of ISTEP+, while 63.6% of students passed the Mathematics portion.

In English/Language Arts, TCA received two bonus points – one for high growth in the Bottom 25% super subgroup, and one for high growth in the Top 75% super subgroup. The school did not receive any penalties for overall low growth.

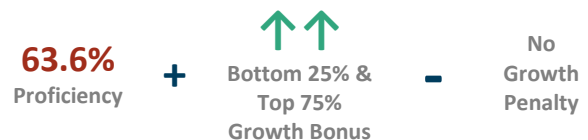
In Mathematics, the school earned two bonus points – one for high growth in the Bottom 25% super subgroup, and one for high growth in the Top 75% super subgroup. The school did not receive any penalties for overall low growth.

#### State Accountability Results

##### English/Language Arts



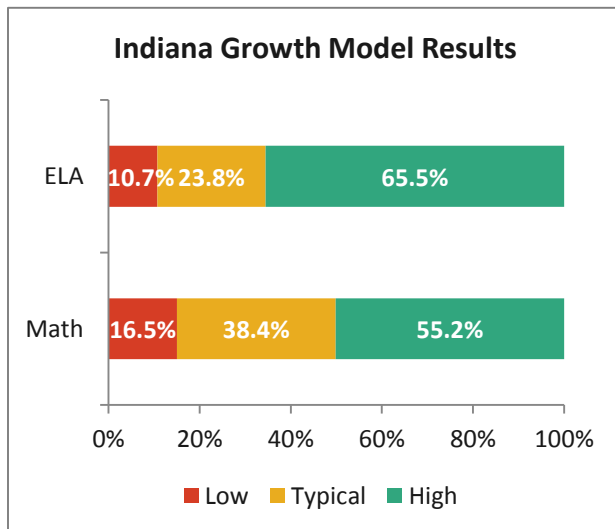
##### Mathematics



On January 26, 2016, the State Board of Education voted to adopt Indiana's recently signed Hold Harmless law. The law was approved in response to the state's adoption of a new ISTEP+ assessment in 2015 and the sharp drop in assessment scores that schools experienced. It enables schools to compare their grades from the 2013-2014 and 2014-2015 school years and to keep the better of the two. Since TCA received an **A** in both years, that is its final grade for the 2014-2015 school year. Thus, the school receives an **Exceeds Standard** on the Office of Education Innovation (OEI) performance framework.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
<b>Indicator Targets</b>	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
<b>School Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2013-14	<b>2014-15</b>	2015-16	2016-17	2017-18	2018-19	2019-20
	ES	ES					

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2014-15, 89.3% of Tindley Collegiate students made typical or high growth in English/Language Arts, while 83.5% made those gains in Mathematics.

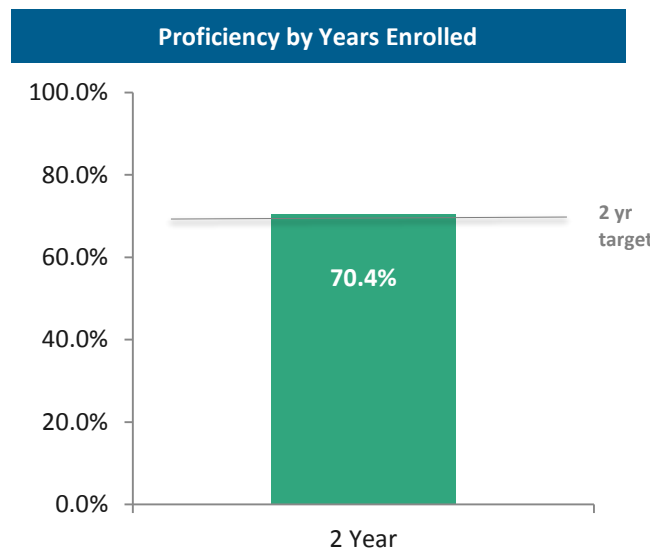
As shown in the table below, a weighted average across both subjects shows that 86.4% of students at Tindley Collegiate made sufficient gains in 2014-15. Thus, the school receives an **Exceeds Standard** on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	10.7%	23.8%	65.5%	89.3%
Math	16.5%	38.4%	55.2%	83.5%
<b>Weighted Average</b>				<b>86.4%</b>

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
<b>Indicator Targets</b>	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.					
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
<b>School Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2013-14	<b>2014-15</b>	2015-16	2016-17	2017-18	2018-19	2019-20
	Not Evaluated	<b>MS</b>					

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

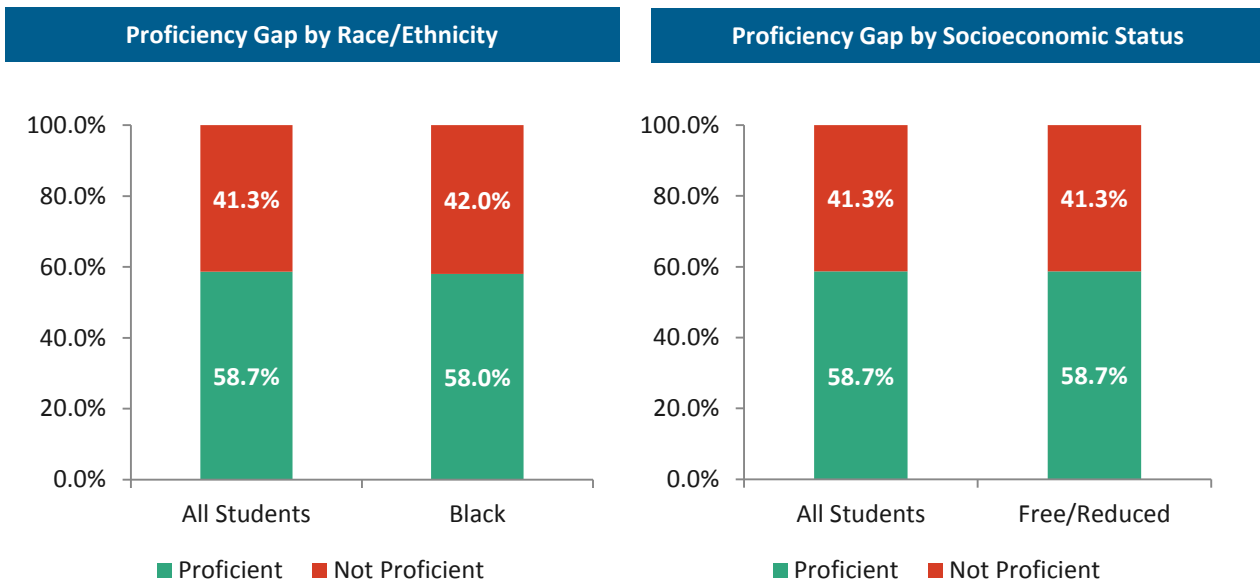
Of those 3<sup>rd</sup> – 8<sup>th</sup> grade students enrolled at Tindley Collegiate Academy for two years, 70.4% were proficient on both English/Language Arts and Mathematics. Because 2014-2015 was only Tindley Collegiate's second year of operation, there are no students who have been enrolled three or more years. Based on its two year proficiency rate, the school earns a **Meets Standard** on the OEI performance framework.



In the 2014-15 school year, the Indiana Department of Education adopted a new ISTEP+ assessment. In the transition, the majority of schools state-wide experienced a dip in proficiency: an average of 13% in English-language arts and 22% in Mathematics.

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard		School has more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Approaching standard		School has no more than 15% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Meets standard		School has no more than 10% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
	Exceeds standard		School has more than 5% difference in the percentage of students passing standraized assessments amongst American Indian, Black, Asian, Hispanic, White and Multiracial student groups and socioeconomic statuses.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2013-14	<b>2014-15</b>	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	Not evaluated					

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and socioeconomic status. Disaggregated performance for Tindley Collegiate is captured below.



While 58.7% of all 3<sup>rd</sup> – 8<sup>th</sup> grade Tindley Collegiate students were proficient on both the English/Language Arts and Mathematics ISTEP+, OEI was unable to report on subgroup comparisons due a largely homogenous student population.

In order to report a proficiency level, a subgroup must have at least 30 students. Tindley Collegiate did not enroll 30 students in more than one racial or socioeconomic subgroup. However, the performance of Black students and students who qualify for free/reduced lunch compared to that of all students can be seen in the graphs above.

Due to small subgroup numbers, Tindley Collegiate was **not evaluated** on the OEI performance framework for this indicator the 2014-15 school year.

1.5. Is the school's attendance rate strong?							
<b>Indicator Targets</b>	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
<b>School Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2013-14	<b>2014-15</b>	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	MS					
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					98.9%	MS
	High School Grades					Not Applicable	

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Tindley Collegiate has an aggregate attendance rate of 98.9%, and all grade levels maintained the 95% standard. Due to its aggregate rate, Tindley Collegiate receives a **Meets Standard** on the OEI performance framework.

**Attendance by Grade Level**

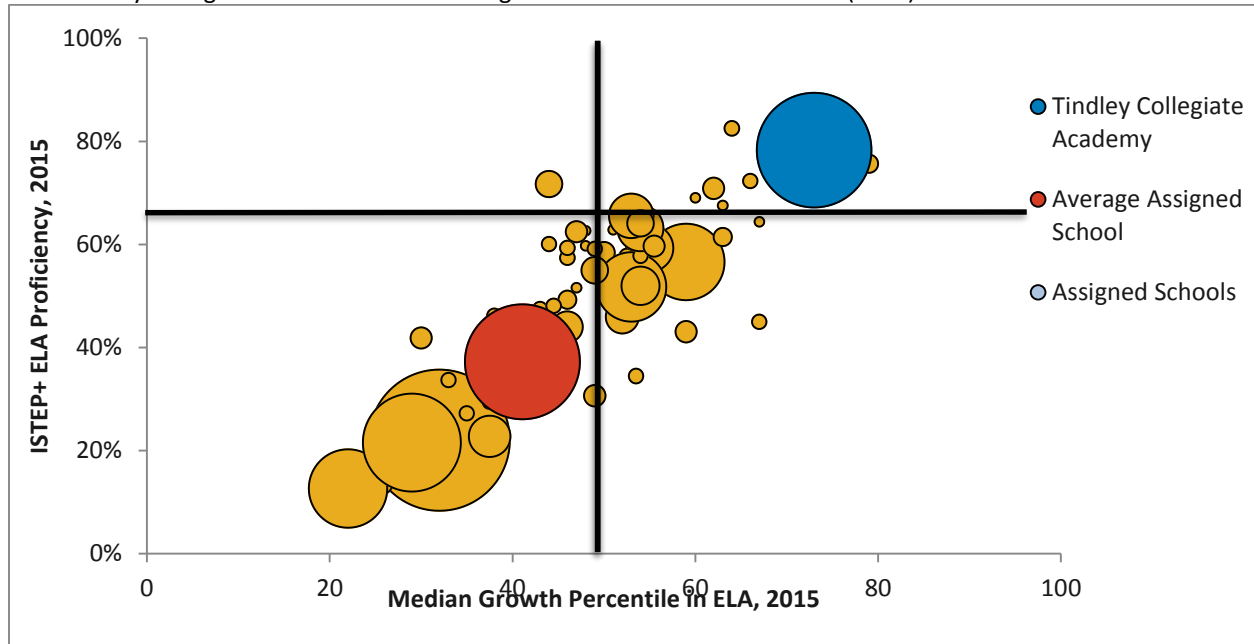
5 <sup>th</sup> Grade	99.7%	✓
6 <sup>th</sup> Grade	99.2%	✓
7 <sup>th</sup> Grade	98.7%	✓
8 <sup>th</sup> Grade	98.5%	✓
Overall Average	98.9%	✓

1.6. Is the school outperforming schools that the students would have been assigned to attend?							
<b>Indicator Targets</b>	Does not meet standard		School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.				
	Approaching standard		School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Meets standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Exceeds standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
<b>School Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2013-14	<b>2014-15</b>	2015-16	2016-17	2017-18	2018-19	2019-20
	ES	ES					

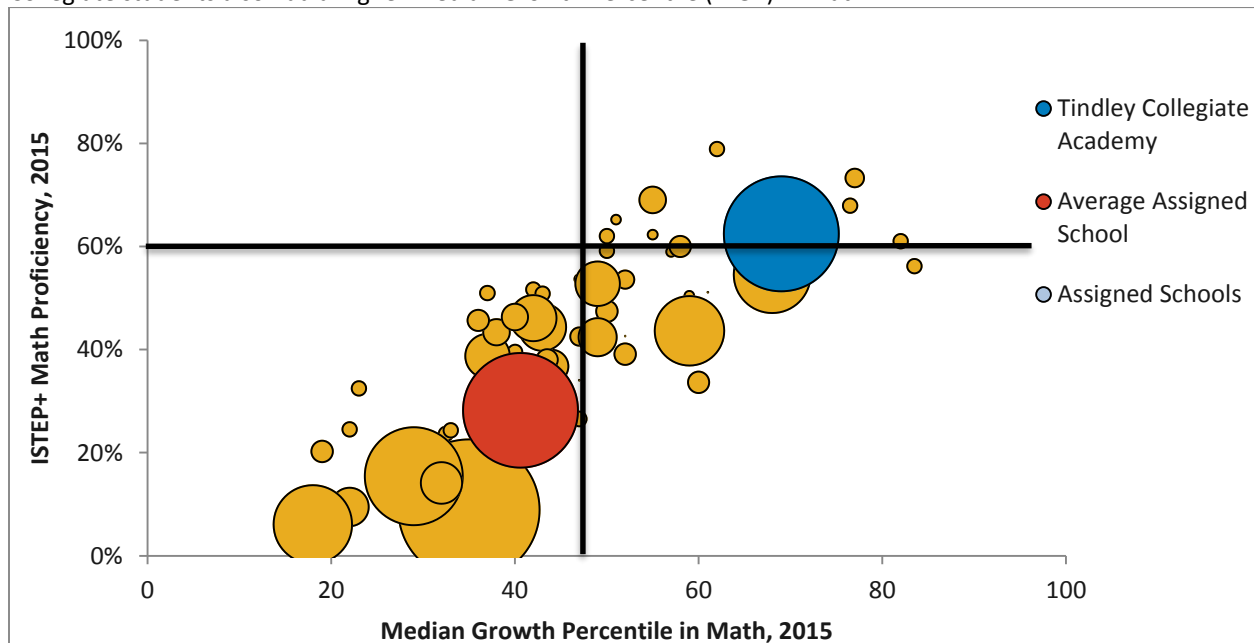
The Office of Education Innovation compared the performance of Tindley Collegiate to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Tindley Collegiate. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of Tindley Collegiate students.

As shown below, Tindley Collegiate students' overall proficiency outpaced that of their peers in English/Language Arts. Tindley Collegiate students also had a higher Median Growth Percentile (MGP) in ELA.



As shown below, Tindley Collegiate students' overall proficiency outpaced that of their peers in Math. Tindley Collegiate students also had a higher Median Growth Percentile (MGP) in Math.



In combination, Tindley Collegiate students outperformed their peers in four of four categories, earning the rating **Exceeds Standard** for the 2014-15 school year.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard		School does not meet standard on either school-specific educational goal.				
	Approaching standard		School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific educational goals.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
	MS	AS					
School-specific Information	Goal					Result	Rating
	75% or better of students will be reading on or above grade level by the Spring administration of NWEA.					65.3%	AS
	70% or better of students will perform at grade level in math by spring as measured by NWEA					66.0%	AS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2014-15, Tindley Collegiate set its first goal around student achievement on the NWEA reading assessment. The school reports that 65.3% of students completed the requirements for the goal, **approaching standard** on its first goal.

Tindley Collegiate set its second goal around student achievement on the NWEA math assessment. The school reports that 66.0% of students completed the requirements for this goal, **approaching standard** on its second goal.

Overall, Tindley Collegiate received an **Approaching Standard** on the OEI performance framework for this indicator.

#### School Mission Statement

The Tindley Collegiate Academy, in collaboration with its parents and broader community, will empower its students to become successful scholars who graduate with the capacity for rigorous high school and collegiate opportunities. Tindley Collegiate will provide a nurturing learning environment that encourages professional dialogue while providing instruction that intellectually engages, inspires and spurs academic achievement through a challenging and interactive curriculum.